

Crawley Ridge Infant School History Long Term Plan:

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Magnificent Me Who is in their family, what do they look like</p> <p>0-3 years - <i>Make connections between the features of their family and other families.</i> - Notice differences between people. - Notice & ask questions about differences (skin colour, types of hair, gender, special needs etc).</p> <p>3-4 years – <i>Begin to make sense of their own life story and family's History</i></p>	<p>Celebrations Discussing Christmas family traditions</p> <p>3-4 years – <i>Begin to make sense of their own life story and family's History</i></p>	<p>Once Upon A Time</p>	<p>Let's Grow Comparing old and new transport</p> <p><i>Reception – Comment on images of familiar situations in the past</i> ELG - <i>Know some similarities and differences between things in the past and now</i></p>	<p>Our world</p>	<p>On the Move Comparing old and new transport</p> <p><i>Reception – Comment on images of familiar situations in the past</i> ELG - <i>Know some similarities and differences between things in the past and now</i></p>
Reception	<p>All About Me/ Nursery Rhymes Family and ourselves</p> <p><i>Reception – Comment on images of familiar situations in the past</i> ELG – <i>Talk about the lives of people around them and their roles in society.</i></p>	<p>Traditional Tales History of Christmas in their homes and in the past History of traditional tales Homes and where we live</p> <p><i>Reception – Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i> ELG – <i>Talk about the lives of people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></p>	<p>Winter/ Superheroes</p>	<p>Come Outside!</p>	<p>Amazing Animals! Dinosaurs (Mary Anning) How the world has changed Palaeontologist visit</p> <p><i>Reception – Compare and contrast characters from stories, including figures from the past.</i> ELG – <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i></p>	<p>Transport/ Transition Transport – past and present How the children have changed in Reception</p> <p>ELG - <i>Talk about the lives of people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>

Year One	<p>Space</p>	<p>Toys and Christmas Old and New toys Remembrance Day</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>Hot and Cold Climates</p>	<p>House and homes Life in the Past (homes) History of the telephone (Alexander Graham-Bell) History of transport, cars Local study (The Golden 'Jolly' Farmer)</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements</i></p>	<p>The Great Outdoors</p>	<p>At the Seaside History of Lighthouses (Grace Darling) History of the seaside</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Pupils will explore and find out about events beyond living memory that are significant nationally or globally</i> <i>Pupils will learn about the lives of significant others in the past who have contributed to national and international achievements</i></p>
	Year Two	<p>Castles History of Castles</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Significant historical events, people and places in their own locality</i></p>	<p>The Great Fire of London The Gunpowder Plot (Guy Fawkes) The Great Fire of London (Samuel Pepys)</p> <p><i>Pupils will explore and find out about events beyond living memory that are significant nationally or globally</i> <i>Pupils will learn about the lives of significant others in the past who have contributed to national and international achievements</i></p>	<p>Rainforests</p>	<p>Brazil</p>	